

# Merging into the Highway of Teaching Teen Living Part II

## Scope and Sequence for Teen Living

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### Unit Two: Life Skills

- ~ Emotions
- ~ Stress
- ~ Communication
- ~ Listening

#### *Day One: Emotions*

I use Today I Feel Silly by Jamie Lee Curtis to introduce emotions. We define emotions and then go over the six basic emotions. To wrap it up, the students listen to a mix of songs as they write down what they associate it with. I call it First Thoughts, and this is usually one of the students favorite activity.

#### *Day Two: Emotions/Types of Communication*

We begin the lesson with wrapping up emotions. I do the anger balloons that are in the curriculum (Hot, Cold and Warm) and the Traffic Signal. We then begin on types of communication with the following video clips. As we watch the clips we discuss what they see and take notes about the different types.

#### Types of Communication Video Clips

##### Child~ The Emperors New Grove

When the prince is talking to Eezma and she has something in her teeth to the part where the prince is looking to take over Pancha's village to make a home for himself.

##### Parent ~ Ever After

When the King grounds his son to the castle. He basically tells his son that he will get married or the king will live for ever.

##### Adult ~ Step Mom

When Susan Sarandon meets Julia Roberts in the bar and they talk about the children's future. Making an agreement that they will both be part of the children's lives.

### *Day Three: Listening*

We begin by going over the steps of listening.

1. Look at the speaker.
2. Show interest
3. Allow the speaker to finish.
4. Ask questions if information is unclear.

We then play a game that is called "Sounds Like" from Tom Jackson's book. I collected twenty sounds on a CD. The students buddy up and try to guess what the sound is. The goal is to get the correct sound, but they have to listen carefully. Each set of five increases in point value, however the sounds do not get any harder.

After we go through the answers we talk about the steps to be a better listener which is in the curriculum guide.

### *Day Four: Communication Habits*

We use the passive, aggressive and assertive communication in the curriculum. I had a student suggest using Ferris Buller's Day Off to help illustrate this section, but I haven't tried it.

The next section we talk about is communication techniques, from the curriculum. I have the kids then draw a hammer. We label the parts of a the hammer have give examples of constructive and destructive communication.

### *Day Five: Non Verbal Communication*

I use the activity "Magic Cups" from Tom Jackson's book. The students get into groups of six where their goal is to make a tower out of plastic cups and a rubber band that has strings attached to it. They are instructed to not speak and if they choose to speak, I tap them on their shoulder and they have to let go of their string. I however never mention that someone else could step in and pick up the slack.

We define nonverbal communication. We talk and give examples of how nonverbal can repeat, substitute, compliment, accent, and contradict.

I then show the class a clip from an "I Love Lucy" episode. We watch it first with no sound and the students write what they think is going on with the characters. We discuss it as a class then go back and see what was actually going on.

### *Day Six: Stress*

I use the information in the curriculum for this lesson. I begin class wearing the "stress bag". I arrive to class late and frustrated telling the students that they have a report due. I have a power point that has all the information on it, but tell the students that I will give them a paper copy when we get to the computer lab. I get the students all riled up and then question them about how they feel. I then tell them that we are discussing stress today.

I talk about the stress bag, which has random teenage stress items in it. We discuss each item how it is stressful to teenagers, but I also add a big rock. I ask the

students what this represents and to everyone it is different.

We then talk about the stress vocabulary words by matching them on the board. I have them in large print and laminated with magnets so I can just stick them on the board.

I have a stress quiz that I give to the students and we wrap up the day by listening to a relaxation CD.

### *Day Seven: Wrap up and Quiz*

I do stick in I messages, just depends where I have time. I discuss the parts of I messages then we practice as a class and then individually.

Parts of I messages:

I feel ~ makes you responsible for the statement

When ~ describes the situation

Because ~ tells why you feel the way you do